

# The Psychological, Behavioral and Emotional Effects on the Children at the First Three Grades in the Schools of Al Za'tari Camp for Syrian Refugees from the Teachers' Viewpoint

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## Abstract

The present study aimed to reveal the psychological and behavioral effects of the children in the first three grades in the schools of Za'tari camp for Syrian refugees as a result of wars from the point of view of male and female teachers in the light of some variables.

The study used the descriptive analytical method, where the study scale, which is the scale of recognition to estimate the psychological, behavioral and emotional effects on the children of the first three grades in the Za'tari camp for Syrian refugees from the point of view of male and female teachers, the questionnaire consisted of (65) subjects listed according to the Likert (high, medium and low) on the sample consisted of (118) male and female teachers it was of them (56 male teachers and 62 female teachers). The results of the study revealed that the psychological, behavioral and emotional effects on the children of the first three grades of the Syrian refugees in the schools of Zaatari camp as a result of the wars, came high, and that the emotional field came in the first rank, followed in the second rank the behavioral field. As the results showed that there are no statistical differences in the fields of psychological, behavioral and emotional effects, of the sample individuals due to gender and scientific qualification variables. While statistical differences were observed between the average estimates of sample members on all areas of psychological behavioral and emotional effects due to the variable years of experience for the benefit of individuals with experience of more than (10) years.

**Keywords:** Behavioral psychological effects, Emotional Psychological effects, first three grades, Za'tari Camp, Syrian refugees.

## 1. Introduction

The Arab world witnessed in recent times many armed conflicts and wars in the so-called Arab Spring in different regions of the Arab world such as Syria and other Arab countries resulted in a lot of woes and human suffering such as displacement, murder, kidnapping,

Which has caused great damage to these countries in all segments and in all areas, where statistics indicate that there are more than (16) million people living as refugees in the world (Dmrh and Nasir 2014), and their exposure to the experience of conflict, destruction and violence may lead to the continuation of the effects of those horrific experiences for long periods, also the Pressures resulting from asylum and changes in lifestyle leads to Sense of withdrawal and isolation from the new society (UNHCR, 2013). Syrian conflicts led to the forcible abandonment of more than four million Syrian individuals who were forced to resort to neighboring countries, and because Jordan is considered a neighboring country of Syria, and from a humanitarian and national point of view, received hundreds of thousands of the Syrian refugees from March 2013 to November 2017. The number of Syrian refugees is more than 650,000 Syrian refugees. The ( UNHCR ) estimates that there are around 655,344 Syrian refugees, half of them children live in Jordan until the end of 2017 (UNHCR, 2017 ), and (180,000) refugees are not registered in the UNHCR data, while the same estimates indicate that there are about 142 thousand Syrian refugees living in the camps and that Za'tari camp in the governorate of Mafraq (northeast) is the largest among the camps where the number of refugees in it is 80 thousand refugees The vast majority of children, School-age children represent a large part of the Syrian refugees in the camps. In the Za'tari camp, Number of children of school age (5-17) years is about (28,569) children, (50.8%) of whom are female and 49.2% of males attended regular schools in the camp during the year Study 2015, (UNHCR,2017), and the direct experience of conflict, destruction and violence leads to long-term effects of these experiences and pressures from asylum and changes in lifestyle lead to children's sense of withdrawal and isolation from the new society (UNHCR, 2013). Working with victims of war and conflict of children and adults refugee or asylum-seekers, and providing psychological assistance to them in Jordan is a humanitarian requirement, which increase the importance of the availability of guidance and treatment programs characterized by effective and applicable for children In refugee conditions, and which there is no doubt that children are the most vulnerable groups of society and subjected to physical and psychological abuse, this is reflected in depriving them of their childhood and suffering from symptoms of anxiety, fear, isolation, behavioral disorders and problems of academic achievement as a result of exposure to situations of war and other situations threatened. War is one of the most

important factors affecting the psychological health of the human being, because the survival instinct is fundamental to him, War threaten his survive and robbed his feeling of safe. Children are considered the largest group exposed to the fears of "post-trauma", which shows the impact in the long term, where it is represented in the spread of psychological diseases and social problems.

Traumatic experiences and traumatic events also affect the psychological state of children and adults alike, Where depression and anxiety are associated with watching traumatic events and exposure to it ( AL-Balhan,2006; Berthold, 2000), Children's exposure to horrific events such as wars or killings will lead to long-term psychological effects that may last for more than 17 years (Vernberg, 2002). The child needs psychological care to enable him to overcome the effects of the war on his psyche. According to psychologists, a large number of children who will be lucky to survive after the war will suffer from psychological disorders in the long term. These disorders will range in severity according to the parents' awareness and understanding of the situation of their children. wars, especially if accompanied by military operations and violence and aggression and the destruction and the killing of innocent people, these events must affect the psychological and mental processes of the individual negatively, and this effect may not be temporary, but always, so people will infect of Psychiatric diseases and Nervous like tension, anxiety, fear, insecurity of others and fear of the future and such negative psychological phenomena that affect the individual adversely and effect of his adaptation in the environment in which he lives, And negatively affect the balance of his personality and on his daily achievement and his relations with others, (Al-Bazzaz 2005), Most of the studies in this field have shown a direct relationship between wars and displacement of children and their psychological health disorder, which led to the emergence of many of psychological and behavioral problems which they have (Jabali, 2009), Where studies by psychologists proved that terrorism and armed conflict led to the emergence of many mental disorders, especially in children, including anxiety, Fear, involuntary urination, depression, introversion, and other disorders as they showed poor compatibility. and they found that children are more likely to have these Psychological disorders because they are in the stage of psychological development (Al-Hadi, 1997). Although child fears are a natural phenomenon at least to a certain extent, psychologists stress that it is necessary to distinguish between natural fears in childhood and the neurotic concerns which is characterized by the way of feeling rather than the fear itself (Abdel-Manan, 1999).

Behavioral and emotional disorders are a phenomenon that pervades in various countries of the world. Much of this is due to stress. Morse has given estimates of the number of disorderly people in global communities ranging from 1-6% of children from preschool until the end of secondary school (Yassin, 2009).

These behavior disorders are expected to be accompanied by difficulties in attention, hyperactivity, abnormal physical behavior, didn't endure frustration, and speed of irritability, mood swings, stray provocations, symptoms of anxiety, fear and depression, accompanied by a drop in the level of educational attainment. (Sabri, 2004 ). Psychological problems, such as anxiety and other, are considered to be the main psychological problems affecting children. Psychology and psychiatry have described this epoch as an epoch of psychological stress. The concern is the basic rule and dynamic axis in all psychological and mental disorders. It may be exposed to some other psychological disorders (AL-Zoubi, 2005). Several attempts have been made to classify behavioral and emotional disorders in children, but they have found more than one axis of these classifications, Some of them have called to divide it into external behavioral disorders (attention deficit, hyperactivity, communication problems), internal behavioral disorders (withdrawal, anxiety, and pent-up behavior which it called somatic disorders). Behavioral disorders are generally characterized as either outward-oriented (towards others) (aggression or theft), or directed towards the inside (towards the person) (withdrawal, fears, anxiety), (Gimple.G.& Holland, M.2003). and what heavenly laws have gave and international conventions and national laws to take care of children and their rights, also what was confirmed by the Universal Declaration of the Rights of the Child and the International Convention on the Rights of the Child to give the child the greatest possible care.(UNICEF, 2003) which Jordan has signed on it (Khalil, 2000) in order to raise the child in a proper manner, And also because of the lack of research and studies which dealt with the behavioral and emotional effects of children of war, specifically the Syrian children in Jordan, this study is intended to shed light on the magnitude of the behavioral and emotional effects on the Syrian refugee children in the schools of Al-Za'tari camp in an attempt to assist them in alleviating these effects, which is a humanitarian and social duty that the concerned parties are responsible for providing care which may compensate them for their miserable conditions.

### *1.1 Study problem and its questions*

Childhood is one of the most important developmental stages in which the individual's personality, values and attitudes are built, in which he learns and adjusts his emotions and his good relations with others. the refugee problem is one of the problems that the war has left on Syrian children and their families. Syrian refugees live in difficult psychological and social conditions. They have to resort to other areas, which increases the pressure on them and causes emotional shocks that affect their behavior and emotions. The literature or the previous studies did not show any reference to the behavioral and emotional effects on the children of Syrian refugees in the Za'tari camp in Jordan in particular, so this study came to examine the psychological and

behavioral effects on children in the first three grades in the schools of Za'tari camp for Syria refugee as a result of the wars.

### *1.2 Questions of the Study*

The researchers seek to answer the following questions:

1. What are the psychological and behavioral effects on the children of the first three grades in the schools of Al-Zaatari camp as a result of the wars?
2. Are there statistically significant differences in the behavioral and emotional psychological effects on the children of the first three grades from the point of view of male and female teachers due to the variables (gender, scientific qualification, and years of experience)?

### *1.3 Objectives of the study*

The present study aimed to:

- Uncover the psychological and behavioral effects on the children of the first three grades in the schools of the Za'tari Syrian refugee camp as a result of the wars from the point of view of male and female teachers in order to come out with guidance to help reduce these effects and psychological disorders and to contribute to the psychological reintegration of children into normal daily life.
- Identify the significance of statistical differences of the psychological and behavioral effects on the children of the first three grades in the schools of Zaatari Syrian refugee camp as a result of wars from the point of view of male and female teachers depending on the variables (gender, scientific qualification and years of experience).

### *1.4 The Importance of the Study*

The importance of the study stems from the following:

#### 1.4.1 Theoretical Importance

- The importance of the study stems from the nature of the target group, namely the category of Syrian refugee children in Jordan, especially since the studies conducted on this subject are few.
- The creation of a research base suitable for publication to start from it to the other research, provided for the detection of other psychological disorders in children refugees from Syria.

#### 1.4.2 Practical importance

- Show the magnitude of the psychological and emotional effects on the children of the Syrian refugees and highlight on the factors that cause these disorders in an attempt to understand their psychology and how to deal with them.
- Help researchers in the development of psychological and therapeutic programs to deal with the resulting psychological, behavioral and emotional effects.
- Contribute to the provision of information that may help different organizations, both local and international, to develop their plans and programs to provide more successful services for those children.

### *1.5 Definition of Study Terms*

**Behavioral psychological effects:** A group of disorders reflect the undesirable behavior shown in the child's relationship with himself and with others, and take several forms: aggression, selfishness, excessive activity, lying, theft, etc. (Blan, 2011), making him unable to Adapting to social norms and affecting his relationships with the teachers and colleagues and to academic regression (Yahya, 2000).

**Emotional psychological effects:** A group of disorders that express an unwanted emotion reflected on the social acceptance of the individual and his happiness, and takes several forms: such as fear and anxiety, depression, disorder, withdrawal, and others (Khatib 2004).

It should be noted that some behavioral and emotional disorders overlap with each other according to the predominant form of this disorder or that, we find depressed, for example, suffer from difficulties in sleep and low level of energy and motor activity and the feeling of fatigue and stress (Abdel Rahman, 2000,304).

**Behavioral and emotional psychological effects** are defined procedurally to the degree obtained by the male and female teacher In the schools of the Za'tari camp on the scale of study for the two fields: behavioral and emotional, which were prepared for this purpose.

**Children of war:** children who have experienced the hostile events resulting from armed conflicts and wars in their countries and for the purposes of the current study they are the Syrian children who came to Za'tari camp in Jordan with their families for security.

**The first three grades:** the minimum basic school stage, and include children aged between (7-9) years.

**Za'tari Camp:** is a refugee camp for the Syrian refugees It is located in Mafraq, in the northeast of

Jordan, on an area of about 800 Acres. It is overseen by Jordan, the United Nations, many Arab and foreign countries and international, regional, local, humanitarian and voluntary organizations.

### Syrian refugees

Linguistically: people who fleeing their country to another country to escape political persecution, injustice, war or famine (Omar, 2008).

Procedurally: Individuals who came to Jordan from Syria because of war and insecurity.

### *1.6 Study limits*

#### 1.6.1 Human limits

Male and female teachers of the first three grades in the schools of the Za'tari Syrian refugee camp

#### 1.6.2 Time Limits

This study was determined In the time period In which the study was conducted in the first semester 2017/2018.

#### 1.6.3 Spatial Limits

Al-Zaatari camp schools - North West Badia - Mafraq Governorate - Jordan.

#### 1.6.4 Objective Limits

To expose the psychological and behavioral effects on the children of the first three grades in the schools of the Za'tari Syrian refugee camp as a result of the wars from the point of view of male and female teachers.

## **2. Previous studies**

The researchers did not know any Arab or foreign studies studying the psychological, behavioral and emotional effects on the children of Syrian refugees from the point of view of male and female teachers in the Za'tari camp as a result of the war conditions they experienced in their country. Therefore, the researchers chose some studies that simulated or close to the study subject.

In a study conducted by Gotteh and others (2001) about psychological flexibility as an indicator among children subjected to political violence, the study aimed to know the level of flexibility versus rigidity, In the interpretation of psychological compatibility and Forecasting it, In the atmosphere of the first Palestinian uprising, the study sample included (86) randomly selected children who lived in the events of the first Palestinian uprising. The study tools included the Protoswick scale (1949), (Modified image).f

In order to measure resilience versus rigidity as a cognitive method, the measure of neurosis, self-esteem, emotional disorders and post-traumatic stress disorder was used, the results of the study indicated that there is an average role for flexibility versus hardness. The results showed that the children were protected from the negative results of the traumatic events, and pointed out that there is no fundamental relationship between the flexibility and the psychological compatibility of the first Palestinian uprising.

Thabet study (2002) entitled Emotional problems of Palestinian children living in the war zone, where she addressed the nature and intensity of emotional problems among Palestinian children whose homes were demolished during the Palestinian intifada, compared with children living in other parts of the Gaza Strip. A sample of 91 children whose homes were demolished during the Intifada and 91 children were selected as control samples that were exposed to other types of painful events, related to political violence. The children's anxiety test, the adjusted anxiety scale, and the trauma response scale were applied. The children whose houses were demolished and bombarded showed post-traumatic stress disorder symptoms as well as fear symptoms more than members of the control group, The results of 59.3% of the children of the group whose homes were demolished, 24.7% of the control group selected from post-traumatic stress disorder,

There has been a direct relationship between exposure to traumatic experiences such as house bombardment and the emergence of psychological reactions. In contrast, children who have been subjected to other traumatic experiences, which were transferred from adults and the media, have shown anxiety and a cognitive expression of distress.

In the study of saadeh and others (2002), the study aimed to identify behavioral problems among Palestinian children in the basic elementary stage in Nablus governorate during the Al Aqsa Intifada as seen by the teachers and their relation to some variables, A questionnaire of (41) paragraph was developed to measure the behavioral problems of students in the first four grades of the basic stage, which were distributed to (276) of male and female teachers of the first four grades. To test the hypotheses of the study, the researcher used (T) test, and a single-variance analysis test and (L.S.D) test. The results of the study showed that there are many behavioral problems in young students such as low achievement level, fear of aircraft sound, anxiety, aggression, selfishness, there were also significant differences in behavioral problems due to the gender variable for the benefit of females and the location of the school (city, village, camp) for the benefit schools of the city and the



camp and for the variable, School Location of the events of the intifada, The results of the study also showed that there were no statistically significant differences due to: Variable, type of institution (government, agency), and the variable, education level taught by teachers (first, second, third, fourth).

In a study conducted by Shehab (2003) about the level of psychological trauma and its relationship to behavioral and cognitive disorders in students in the upper elementary level where the study aimed to identify the level of psychological trauma and the level of behavioral and cognitive disorders resulting from it, and whether there is a fundamental relationship between them, and the study sample consist of 969 male and female students of the ninth grade students distributed in the governorates of Gaza. The tools of the study included a scale of the level of exposure of Psychological trauma and the scale of traumatic reactions (PTSD), and economic and Social Level Scale. The study showed the results of the presence of high levels of Psychological trauma exposure at (18.4%) of the original sample as well as a high level of behavioral and cognitive disorders by (16.7%) of the original sample. There was also a strong positive correlation between the levels of Psychological trauma exposure and the Levels of behavioral disorders, As well as the existence of statistical significance between the average grades of male and female students in favor of female students who have suffered from psychological trauma (PTSD), as well as Their where no significant differences between the mean scores of the upper and lower groups in the general level of behavioral disorders.

Assaf (2005) conducted a study aimed at uncovering the most important psychological problems faced by An-Najah University students during Al-Aqsa Intifada, and the extent of variation in these problems depending on the gender variable, college, family income level, and others. The study was applied on a sample of (566) male and female students, and the study reached to several results such as: The total degree of the level of psychological problems in the study sample came relatively high, the study also showed that the most important problems which the students suffer from according to their importance: feeling frustrated, tension, anxiety, fear, social withdrawal and lack of sense of security. The study showed no significant differences between students' average perception of psychological problems attributable to variables of gender, college, and student residence.

In the study of Aljabali (2009) aimed to identify the level of prevalence of behavioral problems in children after the war in Gaza in the light of a number of variables, a questionnaire was used to measure the level of behavioral problems in children distributed on a random sample composed of (1124) male and female students from UNRWA primary schools in different areas, the results of the study found that behavioral problems in children such as aggression, distraction, fear and involuntary urination, and the study found that there are differences of statistical significance in behavioral problems in children attributed to the gender variable in favor of males, And for the variable, place of living for the benefit of Residents of the North, and for the variable, education level for the benefit illiterate, and for the variable, house demolitions in favor of partial demolition, and for the variable, physical injury in favor of the average injury, while there were no statistically significant differences in behavioral problems in children attributed to the variable of parental martyrdom.

Samera and Abu Eita (2013) conducted a study on the impact of Intensive behavioral cognitive therapy on trauma in reducing the symptoms of Post-Traumatic Stress Disorder in a sample of war children compared to music therapy, The study included of (48) Syrian children between the ages of 10-12 years. They were distributed to four groups: the music therapy group, the trauma treatment group, the music therapy group and Intensive on shock. The Post Traumatic Stress Disorder was used to assess levels of Post-Traumatic Stress Disorder in participating children. the results indicated the effectiveness of the treatment programs employed to reduce the symptoms of Post-Traumatic Stress Disorder compared to the control group. While the results indicated the effectiveness of integration between the activities of cognitive therapy focused on trauma and music therapy in reducing the symptoms of Post-Traumatic Stress Disorder compared to the other treatment group.

Damra and Nasar (2014) conducted a study to investigate the impact of the intensive Cognitive Behavioral Therapy model on trauma in reducing the levels of depression in a sample of war children on (30) Iraqi children who came to Jordan between (1-6-2009) and (1-6-2010), they were divided into two experimental and control groups Using a depression list for children consist of a 26-paragraph divided into 5 dimensions. The results of the study showed the effectiveness of the therapeutic program in reducing the symptoms of depression in all dimensions).

Ahmed (2015) conducted a study to examine the impact of the Syrian crisis on the psychological situation of children inside Syria, the study aimed to shed light on the effects of the crisis on the Psychological health and behavioral status of selected male and female students in the Sahnaya area in Damascus and the reflection of displacement on their lives, And their impact on the violence spread around them. 100 questionnaires were approved and distributed to pupils and girls in the basic education stage, aged 7-14 years, in the Sahnaya area; they were selected by a deliberate sample. Fifty questionnaires were distributed to male and female teachers they teach displaced children, in addition to the distribution of 50 questionnaires to parents of displaced children. The results of the study showed the negative effects on the psychological and behavioral

conditions of children.

As the psychological trauma spreading among them, As a result of their view of severe forms of violence, where 85% of the children in the sample fear from the sounds of the bombing, shells and clashes, as a result of the breadth of violence cycle, 62% of the violence is at home and school. People who exposed the violence differ between teachers, parents and co-workers. 90% of teachers in the sample believe that violence among students is high.

### 3. Study Methodology

The analytical descriptive approach was used for its relevance to the nature of the study and its objectives, using a questionnaire distributed to male and female teachers in the schools of Al Zaatari camp.

#### 3.1 The study population and its sample

The study population consists of all male and female teachers of the first three grades in the schools of the Za'tari Syrian refugee camp, which are (234) teachers during the first semester of the academic year (2017/2018), according to the statistics of the Ministry of Education.

#### 3.2 Study sample

The sample of the study consisted of (118) male and female teachers. Table (1) shows the distribution of sample members according to the study variables.

**Table (1): Distribution of Study Sample Members by Variables**

Variables	Levels	N	Percentage
<b>Gender</b>	Males	56	47.5
	Females	62	52.5
<b>Academic qualification</b>	Bachelor and below	79	66.9
	Postgraduate	39	33.1
<b>Years of experience</b>	Less than 5 years	41	34.7
	From 5-10 years	52	44.1
	10 yerars and more	25	21.2
<b>Total</b>		118	100 %

#### 3.3 Study tool

After studying the theoretical literature and previous studies on the subject of the study, a measure was developed to identify the psychological and behavioral effects on the children of the first three grades in the camp of Syrian refugees as a result of wars from the point of view of male and female teachers,

The questionnaire consisted of (65) items. Likert scale was used as follows: (high, medium, low) to answer these items.

##### 3.3.1 Validity of the study tool

After designing the questionnaire in its preliminary form, it was presented to a group of arbitrators (7) with the expertise and experience of faculty members in the departments of colleges of education in Jordanian universities, where the paragraphs that did not achieve a high agreement rate of (80%) were excluded.

##### 3.3.2 Reliability of the study tool

To verify the stability of the study instrument, the stability coefficients were calculated in two ways: the first is the method of testing and retesting; it was applied to a survey sample from outside the sample of the study their number (25) teachers, by applying them twice and by a time interval between the first application and the second application of two weeks. Pearson correlation coefficients were calculated between the results of the two applications the total correlation coefficient was 0.87. as for the second method, the Cronbach Alpha method was

used to identify the internal consistency of the paragraphs. The values of stability coefficients ranged (0.91) of the instrument as a whole which are acceptable values for conducting such as this study. Table (2) shows the values of the stability coefficients of the domains in the regression method, and the alpha-Cronbach method of internal consistency.

**Table (2): Values of the reliability coefficients and the internal consistency of each domain of the questionnaire**

N	Domain	Reliability coefficients	
		Pearson	Cronbach Alpha
1	Behavioral domain	0.81	0.84
2	Emotional domain	0.83	0.86
Questionnaire as a whole		0.87	0.91

### 3.3.3 Correction of the study tool

The three-step Likert scale of approval scores was used as follows: High (3) degrees , and an average of two degrees, and one degree low, to assess the psychological (behavioral and emotional) effects of children in the first three grades of the Za'tari Syrian refugee camp as a result of wars from the point of view of male and female teachers.

### 3.4 Study variables

#### 3.4.1 Independent variables include

- Gender: male and female.
- Academic qualification: Bachelor and below, postgraduate studies.
- Management experience: It has three levels: (less than 5 years, from 5 to 10 years, more than 10 years).

#### 3.4.2 The dependent variable

Psychological effects (behavioral and emotional) on the children of the first three grades in the Za'tari Syrian refugee camp as a result of the wars.

### 3.5 Study procedures

The study was conducted according to the following procedures:

1. Designing the study tool.
2. Presenting of the tool on the professors and specialists of the university professors who are specialized in psychological guidance and psychology and childhood.
3. Directing the study tool in its final form.
4. Identifying the study members.
5. Distribution of the questionnaire to all members of the study.
6. Collect the questionnaires and discharge the data and process them statistically.
7. Extract results and discussing it and make recommendations.

### 3.6 Statistical Processes

Results were statistically analyzed by computer and the following statistical treatments were used:

1. The arithmetic averages and the standard deviations.
2. Multivariate Analysis Test (MANOVA).
3. Scheffe 'test for dimensional comparisons: This test is used for composite comparisons (more than two averages), for equal and unequal sample sizes.

### 4. Results of the study and its discussion

This section includes a presentation of the results reached, after the researcher collected the data by the study tool, and present it according to the study questions.

**Results related to the first question:** "What are the psychological and behavioral effects of the children of the first three grades in the Za'tari camp as the result of wars"?

To answer this question, the arithmetical averages and standard deviations For the estimates of the study sample were calculated on the psychological, behavioral and emotional effects of the children of first three grades in the Za'tari Syrian refugee camp as a result of the wars, where they were as shown in the table.

**Table (3): Means and standard deviations of the sample of the study on the psychological and behavioral effects**

Rank	N	Domains	Mean	Standard deviation	Rating
1	2	Emotional domain	2.38	0.15	High
2	1	Behavioral domain	2.34	0.17	High
The emotional and behavioral effects as a whole			2.36	0.12	High

*Highest degree (3\*)*

Table 3 shows that the psychological and behavioral effects on the children of the first three grades of the Syrian refugees in the schools of Za'tari camp as a result of the wars were high with an average of 2.36 and a standard deviation of 0.12, this result was agreed with the Assaf study (2005). The "emotional field" ranked first with an average of (2.38) and a standard deviation of (0.15), the "behavioral field" ranked second with an average of (2.34) and a standard deviation of (0.17), the arithmetic mean was for the estimates of the sample members on the assessment of the psychological effects (behavioral and emotional) on the children of the first three grades in the Za'tari Syrian refugee camp as a result of the wars as a whole (2.36) by a standard deviation (0.12) With high grade.

This result is attributed to the level of violence, fear and anxiety that children have suffered as a result of conflicts and wars, was strong and painful, which caused the effects of psychological (behavioral and emotional), significantly and inflicted a great psychological damage for them, Need very long treatment or great efforts by bodies working in the field of child protection, as both areas fall within the high average in terms of the effects that have been reflected on refugee children, where the scenes of murder and destruction and the sounds of bombings, led to the creation of a generation of children is not balanced psychologically, and may advance the emotional field on the behavioral field a little, this is because the exposure of refugee children has greatly affected their psychology, temperament, way of looking at events and comparison with other similar situations, which reflected their behavior in the next stage to show all this impact on their behavior and actions.

The statistical averages and the standard deviations for the estimates of the study sample on the fields of psychological effects (psychological and behavioral) were calculated on the first three grades in the Za'tari syrian refugee camp as a result of the wars, as follows:

The first domain : Behavioral: The mean and standard deviations of the estimates of the study sample for psychological effects (behavioral and emotional) were calculated, on the children of the first three grades in the Za'tari Syrian refugee camp as a result of the wars on the paragraphs of this area, as shown in Table 4.



**Table (4): mean and the standard deviations of the sample of the study on the items of behavioral domain in descending order**

Rank	N	Items	Mean	Standard deviation	Rating
1	4	His behavior is characterized as selfish	2.64	0.50	High
2	6	Shows intolerance and aggression towards others	2.52	0.51	High
3	9	He Is isolated from people most of the time	2.49	0.53	High
4	22	He shows Subversive behavior frequently	2.48	0.53	High
5	7	He suffers from anxiety and tension clearly	2.47	0.50	High
6	1	Carries negative ideas about society	2.45	0.50	High
7	23	Circumvents the reality to cover negligence, disability or reality	2.44	0.57	High
8	8	Afraid to get closer to others	2.43	0.53	High
9	3	Carries a negative idea of himself	2.40	0.54	High
10	12	Low adaptability	2.39	0.55	High
10	21	Destroy and damage the property of others	2.39	0.52	High
12	13	He does not develop his interest in others	2.36	0.51	High
14	18	He has a love of possession	2.35	0.59	High
14	5	Poor belonging to the group	2.33	0.49	Average
15	25	The behavior of indifference appears	2.29	0.54	Average
16	14	Distinguish between truth and fiction	2.28	0.50	Average
16	20	Crying is used to get rid of his problems	2.28	0.56	Average
18	17	The robbery method is used to get things	2.27	0.63	Average
19	11	Centered on himself	2.26	0.56	Average
19	19	Repeats the act of theft if it occurs from him	2.26	0.54	Average
19	30	show a behavior which indicates emotional indifference	2.26	0.49	Average
19	26	Feels that he is in constant conflict with others	2.26	0.53	Average
23	10	Do not trust others	2.25	0.52	Average
23	15	Lying is used to get rid of a predicament	2.25	0.61	Average
23	29	He does not have enough ethical values	2.25	0.53	Average
26	2	Interacts negatively with others around him	2.23	0.51	Average
26	24	He suffers from anarchy and lack of order	2.23	0.47	Average
28	16	Grabs things which is not for him	2.20	0.60	Average
28	27	He suffers from a lack of adaptation with his teachers and supervisors	2.20	0.52	Average
30	28	He tends to escape his responsibilities	2.14	0.49	Average
<b>Domain as a whole</b>			2.34	0.17	High

*Highest degree (\*3)*

Table (4) shows that item (4), which states that "His behavior is characterized of Selflessness", ranked first with an average of 2.64 and a standard deviation of ( $\alpha \leq 0.50$ ).

Item (6) which states "showing intolerance and aggression towards others" ranked second with an average of (2.51) and a standard deviation (0.51), with high appreciation. While item (28), which stipulated "tend to escape his responsibilities," ranked last with an average of (2.14) and a standard deviation (0.49), with an Average rating. The arithmetic average of the sample estimates for the subjects in this field as a whole was (2.34) and standard deviation (0.17) with high appreciation. This result was agreed with the study of (Jabali, 2009) in aggression, This result is attributed to the fact that the behavior of children has been greatly affected by what they suffered which has affected them of fear, anxiety and psychological damage reflected on their behavior, Prompting the child to get himself from every place where he feels that he is dangerous and hurt him, And looking for himself first about peace and security before pay attention to others, which made the behavior

of children selfish, and at the same time generated to him a Lack of trust in others and the assumption that the other is an enemy of him, Which reflected on their behavior, They became hostile to others, they became hostile to others, believing that is a means of protecting themselves. The paragraph concerned "tends to escape responsibility" came last and at an average level. This is because children do not want to bring problems for themselves and take responsibility for anything so as not to be punished, This bad experience has been formed at those children, and this finding is consistent with the study of (Hussein,1985), (Ashenbah et al., 1991), (Saad et al., 2002) and (Shehab, 2003).

**The Second domain:** Emotional, The arithmetic mean and standard deviations of the estimates of the study sample of psychological effects (behavioral and emotional) were calculated on the children of the first three grades in the Za'tari Syrian refugee camp as a result of the wars in this area, as shown in (Table 5).

**Table (5): Means and standard deviations of the sample of the study on the emotional domain items arranged in descending order**

Rank	N	Items	Mean	Standard deviation	Rating
1	57	He shows violent behavior Inherent in himself	2.67	0.50	High
2	56	Aggressive behavior appears transiently	2.65	0.47	High
3	53	The child tends to violence	2.61	0.52	High
4	41	Feel the Angry of others or those around him	2.59	0.49	High
5	50	Sometimes resort to Resisting himself	2.50	0.56	High
6	49	The behavior of stubbornness appears to others	2.48	0.55	High
7	44	Tries to hide his errors	2.47	0.56	High
7	62	Shows on him a feeling of depression such as grief, disability, etc.	2.47	0.53	High
9	48	Shows on him physiological manifestations of jealousy	2.45	0.54	High
10	35	Appear on himself Physical signs of fear	2.42	0.49	High
10	40	Sometimes he feels upset of himself	2.42	0.50	High
10	43	Refuses to recognize of his disadvantages	2.42	0.53	High
10	45	Be hostile towards others	2.42	0.52	High
10	54	Use foul language during violence	2.42	0.56	High
10	60	The behavior of aggression appears due to deprivation	2.42	0.57	High
10	61	He shows anger in the form of introversion	2.42	0.49	High
17	58	he directs aggression against groups and individuals	2.40	0.60	High
18	51	Insistence is sometimes physiological	2.39	0.52	High
19	63	he shows a sense of inferiority	2.37	0.62	High
20	38	the fear appear on him because of an internal effect	2.36	0.62	High
20	55	The signals are used to express violence	2.36	0.49	High
22	31	His character shows that she is worried	2.35	0.51	High
22	52	Stubborn to the point of collision with others	2.35	0.54	High
24	36	he shows a dynamic behavior that indicates fear and tension	2.34	0.60	High
24	59	He attacks others and and enjoy their suffering	2.34	0.68	High
26	42	He appears to have a sense of Love the authoritarianism	2.30	0.54	Average
28	39	Fear appears on him unnaturally or exaggerated	2.27	0.48	Average
28	32	Shows response that is characterized by fear to certain situations	2.26	0.57	Average
29	64	He suffers from sleep disorders and loss of energy	2.25	0.56	Average
30	37	he shows negative feedback indicate to frustration	2.24	0.56	Average
31	47	The behavior of beatings and insults sometimes appears	2.22	0.43	Average
32	34	there is a Fugue mentally and a feeling of distress	2.20	0.49	Average
33	46	he shows a negative behavior	2.19	0.45	Average
34	33	he shows a state of unease	2.17	0.45	Average
35	65	appears on him The behavior of social withdrawal such as shame and caution	2.16	0.45	Average
<b>Domain as a whole</b>			2.38	0.15	High

\* Highest degree of (3)

Table (5) shows that item (57), which states "shows the behavior of violence inherent in himself," was ranked first with an arithmetic mean of (2.67) and a standard deviation of (0.50) with high appreciation, Paragraph (56), which was "showing aggressive behavior in passing", came second with an average of 2.65 and a standard deviation of 0.47. With high appreciation, while paragraph (65), which states that "the behavior of social withdrawal is shown as shyness and caution," ranked last with an arithmetic mean of (2.16) and a standard deviation (0.45), by an average estimate, this study was partially agreed with the Assaf study (2005).

The arithmetic average of the sample individuals estimates for the subjects in this field as a whole (2.38) and standard deviation (0.15), with high grade. This result is due to the fact that the emotional side of children's personality has been severely negatively affected, because of what they were exposed to of horror and fear and this has become an inherent characteristic of every child, and the behavior of violence was at the top of this paragraph, being young and therefore they are deeply affected by violence and their reflection on them is inherent in themselves, this is due to what is represented by the second paragraph in this area and in the second rank and at high index, That aggression has become part of the behavior of the child because it represents him from an educational dimension which means that he raised on aggression through the society that is engaged in civil wars and conflicts and terrorism, with regard to the last paragraph in this area, which "the behavior of social withdrawal such as shame and caution it will appear on him" it came with an average index and the shame and caution of the psychological effects of fear in the personality of each child exposed to the atmosphere of war. Because he loses a sense of security and peace, this is reflected in his behavior and his personality in Striking way, and because of their young age, children show this aspect spontaneously and automatic. This result is consistent with the study (static, 2002).

**Results related to the second question:** Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) for the behavioral and emotional effects on the children of the first three grades as a result of the wars from the point of view of the teachers according to the variables (gender, qualification and years of experience)?.

To answer this question, the arithmetical averages and standard deviations of the sample members on the domains estimates were calculated on the psychological effects (behavioral and emotional) of the first three grades of the Za'tari syrian refugee camp as a result of the wars, Depending on the gender variable (male, female).

And the variable scientific qualification (Bachelor and below, and graduate studies), and variable experience (Less than 5 years), from 5 to less than 10 years, and from (10 years and over), as shown in Table (6).

**Table (6): Mean and standard deviations of the scores of the study sample members on the overall score and the psychological and behavioral effects on the children of the first three grades in the Za'tari refugee camp**

Variable	Levels	Domains			Total score
			Behavioral	Emotional	
Gender	Males N=56	Mean	2.33	2.36	2.35
		Standard deviation	0.15	0.16	0.12
	Females N=62	Mean	2.34	2.40	2.37
		Standard deviation	0.18	0.14	0.11
Academic qualification	Bachelor and below N= 78	Mean	2.31	2.37	2.35
		Standard deviation	0.17	0.14	0.12
	Postgraduate N= 40	Mean	2.35	2.39	2.36
		Standard deviation	0.16	0.16	0.13
Years of experience	Less than 5 years N=41	Mean	2.23	2.31	2.27
		Standard deviation	0.16	0.13	0.11
	From 5 to less than 10 years	Mean	2.36	2.37	2.37
		Standard	0.14	0.11	0.05

Variable	Levels	Domains			Total score
			Behavioral	Emotional	
N=52	10 years and above N=25	deviation			
		Mean	2.45	2.53	2.50
		Standard deviation	0.13	0.14	0.10

Table (6) shows that there are significant differences between the average scores of students on the total score of the scale, and the two aspects of psychological effects (Behavioral and emotional) on the children of the first three grades in the Za'tari Syrian refugee camp as a result of wars according to the variables of the independent study (gender, scientific qualification and years of experience), To uncover the meaning of these differences in arithmetical averages, Multivariate analysis was used (MANOVA), Using the (Wilk's Lambda) test at the significance level ( $0.05 > \alpha$ ), this result is due to the nature of each variable and its related data, as the three variables of the study are expected to give differences in the arithmetic averages, because it create a different experience for each member of the study sample members acquired during his work with refugee children, in exceptional and abnormal working conditions with children who have been exposed to kill, fear, horror and dispersion, Loss of loved ones ... etc. Table (7) shows the results of the Wilkes Lambda test and the results of multivariate analysis.

**Table 7: Multivariate Analysis Results of the Differences between sample estimates on all the domains and total score by gender, qualifications and years of experience variables**

Variables	Domains	Sum of squares	Df	Mean of squares	F value	Sig
<b>Gender</b> Value of Walux = 0.986 Sig = 0.466	Behavioral domain	0.002	1	0.002	0.080	0.778
	Emotional domain	0.025	1	0.025	1.540	0.217
	Total score	0.004	1	0.004	0.538	0.465
<b>Academic qualification</b> Value of Walux = 0.997 Sig = 0.841	Behavioral domain	0.007	1	0.007	0.317	0.574
	Emotional domain	0.000	1	0.000	0.010	0.922
	Total score	0.002	1	0.002	0.256	0.614
<b>Years of experience</b> Value of Walux = 0.521 Sig= 0.000	Behavioral domain	0.826	2	0.413	18.602	0.000*
	Emotional domain	0.819	2	0.409	25.057	0.000*
	Total score	0.785	2	0.392	48.548	0.000*
<b>Error</b>	Behavioral domain	2.509	113	0.022		
	Emotional domain	1.846	113	0.016		
	Total score	0.913	113	0.008		
<b>Total</b>	Behavioral domain	647.038	118			
	Emotional domain	671.860	118			
	Total score	659.050	118			

\* Statistically significant at the level of ( $\alpha \leq 0.05$ )

Table (7) shows that there were no statistically significant differences at the level of statistical significance ( $\alpha < 0.05$ ) between the average estimates of the sample members on all areas of psychological and behavioral effects on the children of the first three grades in the Za'tari Syrian refugee camp as a result of wars according to different gender variable, as for the total score, there were no differences in the total score due to gender variable. This finding explains that sex does not affect the observation process that can take place on the personality of children, whether on the emotional side or on the behavioral side, so that it forms a single mental perspective for all those who deal with such refugee children, and he have previous knowledge of the circumstances they have experienced and the harshness of the events that contributed greatly to shaping their personalities.

It shows also that there were no statistically significant differences at the level of statistical significance ( $\alpha < 0.05$ ) between the average estimates of the sample members on all areas of the psychological effects (behavioral and emotional) on the children of the first three grades in the Za'tari camp for Syrian refugees as a result of wars depending on the variance of the scientific qualification variable, as for the total score, there were no differences in the total score due to the variable of the scientific qualification. This result is explained at the same time that the scientific qualification is also not related to the state of observation that occurs on refugee children, There were statistically significant differences at the level of statistical significance ( $\alpha < 0.05$ ) between

the average estimates of the sample members on all the areas of behavioral and emotional psychological effects on the children of the first three grades in the Za'tari camp for Syrian refugee as a result of wars according to the Variance of the variable "years of experience".

As for the total score, differences in the overall score are shown due to the variable years of experience. To determine the sources of these differences, the (Scheffe) test was used as shown in Table 8.

**Table 8: Scheffe test results for the differences between the mean of the sample of the study to estimate the psychological effects (behavioral and emotional) on the children according to the variable years of experience**

Domains	Years of experience		Less than 5 years	From 5-10 years	More than 10 years
		Mean			
Behavioral	Less than 5 years	2.23		0.09	*0.15
	From 5-10 years	2.36			*0.22
	More than 10 years	2.45			
	Mean		2.31	2.37	2.53
Emotional	Less than 5 years	2.31		0.07	*0.17
	From 5-10 years	2.37			0.23
	More than 10 years	2.53			
	Mean		2.27	2.37	2.50
Total score	Less than 5 years	2.27		0.05	*0.10
	From 5-10 years	2.37			*0.13
	More than 10 years	2.50			

\*Statistical significance at significance level ( $\alpha = 0.05$ ).

Table (8) shows that there are statistically significant differences between the average estimates of years of experience (more than 10 years) on the one hand, And the average of those with years of experience (less than 5 years) and those with years of experience (5-10 years) on the other hand, In favor of expert estimates (more than 10 years) in all fields and overall score. This result is due to the fact that male and female teachers with more than 10 years of experience spent more time with children and lived the details of their suffering for a longer time, allowing them the opportunity to form their observations on the personality of each child in a more comprehensive and accurate, and the different times that affect the behavior of each child and his emotions, As well as various activities, have given more range for long-term experts In the knowledge of the great psychological effects on them.

There are no studies in the knowledge of researchers - Which dealt with behavioral and emotional psychological effects on children as a result of war from the point of view of male and female teachers depending on the variables (gender, scientific qualification, and years of experience).

## 5. Recommendations

In light of the results of the study, the following recommendations can be made:

1. Holding training workshops to prepare qualified and specialized human cadres in the schools of Za'tari camp to work with these children and relieve the severity of these disorders.
2. Conduct further psychological studies on this slice of children, with the aim of helping them get rid of the negative effects they have suffered.
3. Create compensatory programs, and provide an atmosphere and recreational activities appropriate to mitigate the behavioral and emotional effects where the refugee children suffer from in the camp and to make psychology balance for them.
4. Create international legislation and conventions, With regard to the protection of refugee children and enforce it strictly.

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